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ABSTRACT

This national pilot project was designed to determine if telecommunications is an effective tool for teacher training and mentoring. The project envisions telecommunications as a means for teachers to have an ongoing dialogue with colleagues and experts worldwide, using a computer network. Teachers access documents and materials, take part in on-line forums, and contribute materials. Seven schools representing six states participated in the first phase of the project with 14 teachers, superintendents, principals, social studies supervisors, and computer coordinators. The evaluation showed respondents felt the project was helpful to them in terms of teacher to teacher mentoring and that computer networking can play an important role in education. The School of Education computer network at Boston University, SCHOLE, which can be accessed with any personal computer equipped with a modem, was used in the project. The five page lesson plan on teaching Federalist #10 that was used in the project is included, along with a description of SCHOLE. (NL)

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Teaching "Federalis #10": A Lesson Plan for High School Teachers

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# Teaching *Federalist #10*
# A Lesson Plan For High School Teachers

**Prepared by**

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# TEACHING FEDERALIST 10

Bluntly put, the question confronting Madison is "how do we preserve individual liberty, individual rights, in a nation dedicated to democratic rule?" We usually don't see this as a problem because we're comfortable with the notion that democracy and liberty go together. Yet, perhaps the reason they go together so well in America is that Madison showed us how to do it.

[See if your students are able to recognize that individual liberty and democracy - which has to include some notion of majority rule - may not always go together easily. Ask for examples.]

Take any country divided by serious religious, racial or economic differences. Take Northern Ireland, or Lebanon, or some African states. What happens when a nation is divided, as these are, into two competing and antagonistic groups and you have some form of democracy, some form of majority rule?

The usual outcome is rule by the stronger, more powerful majority and harm to the interest of the minority.

Democracy and Liberty don't always fit together easily.

[Would students be willing to trade liberty for democracy or vice-versa? What do they think of having to make such a choice? Can they think of a way out of the problem?]

Indeed, because of its antagonism to the interests of minorities, democracies historically have been <u>terrible</u> places - chaotic, violent, repressive, turbulent and, above all, short lived. Even though <u>we</u> think democracy is probably the best kind of government there is, we have to realize that before Madison and the Founders helped democracy out, most people of intelligence and good will hated or feared democracy. Democracy meant injustice and chaos.

[Perhaps students could mention other forms of government that might be alternatives to democracy - e.g., monarchy, democracy, theocracy...]

So, how do we solve this problem? How do we make democracy a friend of liberty and minority rights? How do we get the majority not to trample on the interests of smaller groups? How do we make democracies peaceful, and fair?

[Students should also see this problem that Madison faced: We don't want to be anything other than a democratic country - we don't want to be ruled again by kings, for example - but it looks like democracy won't work either. What can we do?]

There was an old solution to these problems. It went like this: To have a peaceful and just democracy, have a country that is fairly homogeneous. Have every citizen be the same race

or ethnic group (so there's no racial rivalries), same religion (to avoid religious hatred and wars) and pretty much at the same, moderate economic level - especially don't have any group too rich.

[Ask the students why this might be so.]

But to have a country where everyone is pretty much the same, you need a small country. If you want a democracy that works, have only small democracies, with similar citizens. They may disagree on some issues but on the big issue of race, religion and money, they'll be together.

So, the first answer to the problem of democracy is to remove the cause of the problem. (This sounds attractive, since we always say "Let's get to the cause of the problem. Let's cure the cause.") But Madison notes that during the cause means getting rid of Liberty and going against Human Nature.

[Discuss Human Nature. Are people naturally considerate of their neighbors? Do they usually want others to receive benefits even it it means harm to themselves? Do they have historical or contemporary examples?]

According to Madison, a free people naturally break up into different groups, even different antagonistic groups These are "factions." Factions kill democracy, but they grow out of liberty.

Yes, we can "cure" the problem of factions, and help democracy, but only by limiting or destroying that liberty that gives us factions in the first place.

Furthermore, to get rid of factions, we have to twist human nature. ["The latent causes of actions are thus sown in the nature of man."]

People naturally come to have different feelings, opinions, desires, loves, attachments. These difference naturally divide us. ["All you need is love" - Beatles, not Madison. Madison says love - love of different values, ideas, people, love of ourselves, our people, race or religion - is part of the problem and causes us to fight among ourselves, in order to promote and protect what we love.]

Indeed, people are such that they'll even become attached to "the most frivolous and fanciful distinctions," and fight over them.

[Ask students if they think this is true. If they have examples to back it up.]

But, especially, people fight over possessions; the poor want what the rich have; farmers hate bankers; fishermen see merchants gouging them, workers are jealous of owners, and so on. Yet, these economic differences arise naturally. ["The diversity in the faculties of

men, from which the rights of property originate, is no less an insuperable obstacle to a uniformity of interests."]

So, even small democracies are impossible without real repression-violating human nature and destroying liberty. Is there any way to save democracy?

Answer: Madison's bright idea! In a democracy, what happens to minority factions? When they try to harm others through law, they lose. ["If a faction consisted of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote."]

So, what if we have all factions become minorities? No one faction will be strong enough by itself to oppress all the others.

How do we do this? By having so many different interests, opinions, religions, views, values, occupations, ethnic groups, etc., that no one is ever a majority. This makes it harder to get an oppressive majority together . Not impossible, but much, much harder.

How do we get this diversity? By turning everything everybody ever said about democracy upside down: Instead of having a homogeneous country, have a diverse country; and, instead of having a small country, have a big one. Largeness encourages diversity.

This is the core of Federalist 10: A large, diverse country can "break the violence of factions" by making all factions minority faction; i.e., making each one too weak to oppress others. [Ask where religious freedom is safest - in a country with two religions or many different religions?] [Later, when covering the Civil War, you might show how the nation's diversity coalesced into two camps, free and slave, and thus how the breakdown of the Madisonian system led to war.]

To refine all this further, Madison brings in the idea of representation in the last part of the paper. In a small country - Athens, for example, - the citizens can all gather together to vote. In a large country you need representatives to meet for us. But this Madison says, is better than all of us meeting together. Why?

First, because "representative democracy" allows us to have a large country - a few hundred people can speak for the whole country, and we can be a larger country, with more diversity, than if we were a "direct democracy."

Second, it's quite possible that those we vote for will be better at governing than we would be if we all met together. Why? Not only because they may be more interested in government or become more actively involved in those problems, but because the more people there are to vote for them (that is, the more "interests" there are in the electorate), the fairer (that is, less partisan or factional or ideological) will be the person the people elect. (Be careful. This and what follows are all very tricky theoretical points.)

So, a larger democracy necessitates having representatives to do the work of government and representation, in turn, allows us to expand the size of the country. But, since you don't want to have thousands upon thousands of representatives, you have to limit their number (e.g., 435 representatives for all the U.S.). This means that the district each person gets elected from is itself larger. That is, each district has a better chance of having more, diverse, and different interests in it. To be elected from these districts, each representative must appeal to all sorts of people. He must not be a partisan or lackey of any one faction, but a person who seems fair to a wide cross section of interests. Result: the larger and more diverse the district, the fairer the representative.

[You could test this by looking at the character of people elected from more homogeneous districts do they not tend to be more extreme, rigid, etc., than those from diverse districts?]

Note: Madison is not saying that we'll elect factional representatives to Congress and then they'll compromise there. He's saying the opposite: the larger the country and the more potentially diverse the electoral district, the fairer - less factional - the man elected. We do not elect partisans now then deal with each other later on (like many multi-party, European councils). We tend to elect more "middle-of-the-road," moderate representatives to begin with.

[This makes our politics much duller than more ideologically driven democracies. Sorry, that's exactly what Madison tried to achieve.]

But the intricate nature of Madison's analysis, especially in the last part of Federalist 10, shouldn't distract us from the basic points:

1) He found democracy in a very bad way. Almost no decent country before America was a democracy. (After Madison, almost no decent country isn't a democracy.)
2) He showed us how to combine liberty with democracy.
3) He took what everyone had always thought was true - that only small democracies could survive - and showed the world that the exact opposite was true.
4) In making democratic government more mild, more just, more tolerant and fair, he no doubt (since how we live affects how we think and feel and act) made us more just, more tolerant and more fair. Madison, a real Founding Father.

## Questions

Why did many good and thoughtful people before Madison dislike democratic government?

Why did some people believe that only very small countries could be democracies?

What's wrong with "factions?"

What does Madison mean when he says "Liberty is to faction what air is to fire?"

What does Madison mean when he says "The latent causes of faction are sown in the nature of man?"

In one sentence say why Madison believed that a large republic was better at solving the problem of factions than a small one.

Why does Madison think that a large republic will have a better quality of representatives (legislators) than a small republic?

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**National Center for America's Founding Documents**

# Federalist Paper #10 Project Evaluation

The purpose of this national pilot project was to determine if the use of telecommunications is effective as a tool for teacher training and mentoring. Oftentimes, teacher training is conducted at workshops, where an expert imparts knowledge, information, and skills in a brief period of time. Teachers return to their respective schools to apply this newfound knowledge on their own. They have no further contact with the expert who provided the training to discuss their successes, failures, questions, and ideas.

The Boston University School of Education's new National Center for America's Founding Documents is concerned by the lack of attention by the nation's history teachers to the teaching of several fundamental documents such as the Federalist Papers. This pilot project, which utilized telecommunications, was an attempt to improve the teaching of these fundamental documents.

Telecommunications provides a means for teachers to have an ongoing dialogue with colleagues and experts throughout the world. Through a computer network, teachers can serve as mentors to their colleagues--sharing information, ideas, and resources. In addition to communicating online through electronic mail, teachers can participate in establishing an online record containing documents and materials in a particular subject area of education. Teachers can access existing documents and materials, comment on those documents in online forums, and contribute their own materials. A computer network that teachers can access from their home or school personal computer 24 hours a day, 365 days out of the year, is a tremendous untapped resource in facilitating teacher training. This national pilot project explored the use of telecommunications in teacher training and mentoring regarding the teaching of the U.S. History document - *Federalist Paper #10.*

## Project Outline

The Federalist Paper #10 Project consisted of three major phases:

### Phase I. Establishing the Network

Seven schools, representing six states, participated in the Federalist Paper #10 Project. Fourteen teachers agreed to participate in the project. In addition to the teachers, others involved in the project at several of the school sites included superintendents, principals, social studies supervisors, and computer coordinators. The SCHOLE Network, a computer network dedicated to education and operated by the School of Education at Boston University, was used as the vehicle through which the teacher mentoring would occur. The network can be accessed with any personal computer equipped with a modem. Prior to the start of the project, each school checked to ensure they had the necessary equipment (or access to it) for communicating through a computer network. SCHOLE accounts were established and distributed to the project participants. The cost of participating in the project for each school was $125.00. This provided each school with three user accounts and five hours of online time, which would be sufficient for completing the project requirements. Instruction packets, with all the necessary information on how to access and use SCHOLE, were provided. Support and assistance was provided via telephone and online to participants having any difficulties during this initial phase. All of the online project tasks would be completed through the electronic mail service on SCHOLE. Participants were instructed on how to receive and send messages and documents. Two initial electronic mail tasks were assigned to help participants become familiar with SCHOLE.

Once participants were online, all further project information and materials were disseminated through the network. Teachers were asked to sign on daily to check their mail and to begin talking online with other project participants. In order to encourage regular use of SCHOLE, project leaders transmitted electronic mail messages almost daily to participants. These messages included project information and materials, special instructions, and progress inquiries.

After the initial period of familiarization with SCHOLE, the *Federalist Paper #10 Lesson Plan* was provided to the teachers online. The lesson plan, prepared by John Agresto, consists of a discussion of the major issues of *Federalist Paper #10*, along with teaching suggestions and study questions. Teachers were asked to share their ideas and plans for teaching *Federalist Paper #10* with the other project participants.

**Phase II. Teaching and Discussion**

During this phase, teachers taught the *Federalist Paper #10* in one of their classes using the lesson plan provided. They were then asked to discuss their experiences online with the other teachers, including their achievements and difficulties when teaching *Federalist Paper #10* (e.g. What went well? What didn't go well? Where did you get confused? What were the most difficult student questions? What happened that you didn't expect? What were your general impressions of the *Federalist Paper #10 Lesson Plan* and what did it provide to your teaching and student learning?)

The importance of ongoing online communication was stressed to the participants throughout the project. This communication, which would provide the teachers with an opportunity to mentor one another, was considered to be the most important aspect of the project. The teachers were encouraged to communicate in a thoughtful manner and on a regular basis.

**Phase III. Evaluation**

Evaluation of the Federalist Paper #10 Project included formative and summative measures. Three project updates were prepared during the first two phases of the project. Throughout the project, participants provided feedback to project leaders online and via telephone regarding various aspects of the project. At the conclusion of Phase II, an evaluation questionnaire was sent to the teachers for completion. Comments provided throughout the duration of the project and responses to the questionnaire have been incorporated into the following discussion.

## Evaluation Results and Discussion

Teachers at all of the seven schools shared evaluation comments regarding various aspects of the Federalist Paper #10 Project. Five schools completed all phases of the Federalist Paper #10 Project. Two schools did not complete the project, partly due to a lack of communication within the individual school system. In both cases, the person overseeing the project at the site (assistant principals) thought that the teachers involved were completing the project tasks, when the opposite was true. Ongoing encouragement was provided to the teachers by project leaders, but they did not complete Phase II of the

project. Several additional factors contributed to this lack of completion: time constraints, logistical difficulty in accessing equipment, and difficulty in acquiring support and assistance from someone familiar with telecommunications.

Of the five schools that completed all phases of the project, all respondents stated that they had benefitted from participating in the Federalist Paper #10 Project:

> It got me to assign Fed 10 and see its value in terms of creating discussion.
>
> Interaction of other educators' thoughts and ideas is always beneficial. I appreciate outside input to enhance my lessons.
>
> A useful teaching aid.
>
> We have reorganized our Constitution unit to put greater emphasis on Federalist #10.

All but one of these respondents felt that the project was helpful to them in terms of teacher to teacher mentoring or state to state mentoring. One teacher was not sure if it was helpful in these terms, but felt that the evaluation of a project such as this would be helpful. She was particularly interested in seeing the evaluation results.

All of the respondents felt that computer networking can play an important role in education. Their comments expressed why and how:

> This project scratches the surface--other projects could provide teachers in other curricular areas with opportunities to share lesson plans; students could communicate through databases and through word processing--information could be shared at the national level and would be interesting and relevant.
>
> My class had some responses that might provide a focus for other teachers lessons in the future. I suspect other students would have the same responses, and it would be helpful to prepare questions in advance to address these issues.
>
> This will be a very useful teaching aid if we continue programs as such.
>
> Yes, but not until computers are a part of <u>every</u> school.
>
> Exchanging and writing of curriculum.
>
> The potential for teaching through telecommunications is great!

> We are very interested in communicating with others in general via the network beyond the scope of this project. We want to introduce other teachers at the school to the network.
>
> Other areas of SCHOLE, such as the AIDS Network and the drug education database could tie in with our Kids At Risk project we are starting.

The participants who completed the project communicated to varying degrees online with the other project participants. For most of the teachers, their communication could be described as sharing one message of their teaching results/comments with the other participants and responding to several messages sent to them by other teachers. One-half of the teachers received responses/questions to the teaching comments they shared. Some communication was initiated beyond the scope of the project (*Federalist Paper #10*), indicating the potential for a project such as this to carry over into other areas of education.

Most of the teachers signed on to SCHOLE twice a week, while several signed on less frequently. One-half of the teachers were able to access SCHOLE directly from their school, while the remaining had to travel to another location, either another school or administrative office equipped with a computer and modem, to access SCHOLE. All but one of the teachers had some assistance, at least initially, from someone (generally the school's computer specialist) in signing on and using SCHOLE to read and send messages. While SCHOLE is easy for teachers to learn and use, this request for assistance primarily reflected the teacher's limited amount of time to spend on the project and their need to learn as quickly as possible. One-half of the teachers felt they had time during the school day to sign on to SCHOLE. The remaining teachers believed they had no time or an inadequate amount of time during the school day to use SCHOLE. One teacher commented:

> The time factor for most teachers is such that just being involved in something like this on a daily basis is probably impossible under present teaching conditions.

Most of the teachers used SCHOLE during their free period, while some accessed SCHOLE during lunchtime and after classes. At least one teacher used SCHOLE during class time, while another teacher supervised his class.

Participants encountered some logistical problems and equipment/software problems at the school site. There were no problems with the SCHOLE Network. The

participants who had to travel to another location to access SCHOLE described this as the major problem, as it required additional time, thus making it more difficult to access SCHOLE on a frequent basis. It is evident that this circumstance resulted in less frequent communication among the teachers. Several of the teachers who did not have the appropriate equipment onsite did not actually sign on to SCHOLE directly. Someone at the computer location signed on for them, relaying their messages. As a result, these teachers did not have the same experience as the other project participants. Their communication was less frequent and often delayed. They also did not have the opportunity to become familiar with using a computer network. Most of the schools that did not have the appropriate equipment for online communication indicated that they would have it in the near future. Because of the problems that occurred at these sites, future studies should be conducted that include only participants that have the appropriate equipment at their school. This would provide information on the nature and extent of communication and mentoring under conditions with less confounding elements.

None of the teachers in this project had prior experience in using a computer network. Several were hesitant and nervous prior to the start of the project, being unsure of the difficulty of the tasks involved. In future projects, it would be best to talk directly with each teacher involved prior to their agreement to participate to allay any fears or concerns. The success of this project relied on the commitment of the individual teachers involved. For several of the teachers who did not complete this project, it appears that their principal or superintendent was interested in the project, but had failed to provide the teachers with the essential resources ( access to equipment or release time) . Talking with the teachers individually prior to the initiation of the project to determine their level of interest could help avoid incomplete participation.

The *Federalist Paper #10* was a part of the curriculum at half of the participating schools prior to this project. Several teachers expressed that they would not have taught the *Federalist Paper #10* if they had not participated in this pilot project. These teachers had very positive experiences and said they would definitely teach it again. One commented:

> Fed 10 is really very fertile ground. I was impressed with the timelessness of the issues raised and will definitely assign it next year either in its natural chronological context or perhaps at the end of the school year where it could serve to provide review of factional strife from the early national period through the Civil War.

Of those that had taught it before, their prior teaching of the unit was not as extensive as it was for this project.

All of the teachers were impressed with the *Federalist Paper #10 Lesson Plan* prepared for this project by John Agresto:

> The lesson plan that was provided was refreshing in that it was not couched in professional jargon, was open-ended, and was a great assistance in identifying crucial issues.
>
> Agresto's materials were very helpful from my point of view. They are excellent for preparing a teacher and focusing the teacher's approach to the lesson on the key issues. He provides clear, precise background information in a format that is easy to incorporate into my own lesson. In this regard, the lesson is excellent. The questions that appear throughout the plan and at the end provide very good hooks for a class discussion.
>
> It's more than a lesson plan!
>
> I like the lesson plan provided because it spelled out all information necessary to teach the paper. I think that the lesson could effectively be used with all levels of students. I feel the lesson could be adapted to all level abilities with little difficulty.

Most of the teachers used their Advanced Placement US history classes for this project, but several mentioned that the lesson plan could be used with other classes. Several of the teachers used additional supplemental resources, in addition to the lesson plan provided, in teaching the *Federalist Paper #10*. One teacher viewed a videotape of former Secretary of Education William Bennett teaching the *Federalist Paper #10* and commented that it was very helpful to see his method of teaching. (The videotape was made available to all project participants for viewing.) While this project was conducted in the Spring, all of the teachers felt that the Fall term is a more appropriate time for conducting a project on *Federalist Paper #10* in terms of their curriculum schedules.

Based on the results of this evaluation, the Federalist Paper #10 Project has been successful in several ways. As little or no research has been conducted in this area, the project has provided valuable information regarding factors to consider when conducting a project of this sort. Information on how the school environment affected computer networking and the ways in which the teachers communicated is extremely useful. All of the participating teachers benefitted from participating in the project. In this study, teachers benefitted from a relatively minimal amount of online communication with other teachers.

If school environments were improved to make it more conducive to using a computer network, it is likely that more extensive communication would occur, increasing the benefit to teachers. Since most schools have computers, equipping one with a modem would be a major improvement. As the cost of participating in this project was minimal, it appears to be a low-cost and effective way to conduct teacher training and mentoring. All of the teachers were excited about the potential of using computer networking in education. As one participant stated: "Does it have potential and is it worth pursuing further? Definitely."

## Recommendations

1. That a similar project be implemented in fifty schools in 1990-91 for the Declaration of Independence materials.

2. That the pilot project be supported through grant funding.

3. That the evaluation results from the Federalist Paper #10 Project be considered in the design and implementation of future projects.

4. That planning for a new pilot study begin in February 1990.

5. That the pilot include the Chelsea Schools. (Use the Quinlan newsletter in January as an alert to all schools.)

# SCHOLE (sko-lay)

SCHOLE is a computer network designed and operated by the School of Education at Boston University. Since its inception in March of 1985, the network has served individuals and groups throughout the world. Dedicated to applying the use of advanced technology to the field of education, SCHOLE is believed to be the only network of its kind created and operated by a School of Education. SCHOLE was designed as a vertical network that invites participation by families, teachers, children, researchers,professionals, and other interested persons. This verticality distinguishes SCHOLE from many other networks, which are often "horizontal", utilized by a specific group of users. For example, the vertical hierarchy of SCHOLE is designed to connect children in public schools to university scholars. BITNET is an example of a horizontal network, exclusively serving the university community.

## No Special Equipment Required

By using any type of personal computer, modem (the device which connects your personal computer to a telephone), telephone and telecommunications software, SCHOLE can be accessed from anywhere in the world. Individuals or organizations may become members of the network by paying a one-time membership fee. SCHOLE is a user friendly, menu-driven program, with easy commands and immediate online help. An extensive menu is provided on SCHOLE, which includes electronic mail, teleconferencing, forums, bulletin boards, and specialized databases.

## Revised in 1989

SCHOLE was revised in January, 1989 to include additional databases and services. Information on academic disciplines, a drug education database, and an AIDS network are a few of the new items available on SCHOLE. Other specialized databases provided on SCHOLE cover a wide range of topic areas, including special education, travel, hotlines and support groups, employment, education, and recreation. Two encyclopedias, an educational film library, and the UPI News are also online. UPI News provides daily access to the latest national and international news in business, politics, sports, and entertainment. SCHOLE also serves as a gateway to additional databases available through DIALOG.

## Communication

The communication features on SCHOLE provide a number of services, including foreign language translation. Through electronic mail, messages and documents can be transmitted to other users instantaneously. Teleconferencing allows a group of individuals in various parts of the world to have an online meeting or discussion. Documents and messages can also be sent from SCHOLE to FAX machines.

Specialized Groups and Databases

Since 1985, SCHOLE has served a number of groups and individuals through various projects. One example of a recent project was the **Federalist Paper #10 National Project**. Through this project, the SCHOLE Network was used for teacher training and mentoring. History teachers in six states served as mentors to their colleagues, using the SCHOLE Network to share information, ideas and resources regarding the teaching of the *Federalist Paper #10* document. Teachers participated in establishing an online record containing documents and materials in this subject area of education.

Another example of a SCHOLE project is the **Drug-Free Schools and Community Programs** - Training Demonstration Grant funded by the United States Department of Education and directed by the School of Education at Boston University. Through this project, drug-free resource sites are being developed within the five school districts in the Boston area. Drug-free databases have been developed and added to SCHOLE, and public school teachers and police officers are being trained in the use of SCHOLE to access these databases and to develop communication linkages between the various sites and others involved in creating drug-free environments. This example illustrates ways in which SCHOLE can be used to support grant and research projects by utilizing technology to meet public needs.

This description of SCHOLE provides an overview of the types of services available on SCHOLE and a few examples of SCHOLE projects. If you would like further information, you may contact either Gerald S. Fain, Ph.D., SCHOLE Director (617-353-3295) or Kim Gillespie, SCHOLE Manager (617-353-4478).